

21 June 1974

MEMORANDUM FOR: Chief, Career Training Program, OTR

SUBJECT : Evaluation of Career Trainee Participation in Intelligence Production Course (IPC) 2-74, 18 March - 3 May 1974

1. In my ten-year experience in OTR, I have never had a class of Agency professionals that were as responsive to an educational program as were the students in IPC 2-74. The entire class of 12 young officers--eight of whom were Career Trainees--conducted themselves individually, and as a group, in a manner that generated considerable unsolicited praise throughout the entire seven weeks of the course.

Virtually every one of the more than 75 speakers who participated in the program expressed high regard for the class interest, incisive student thinking about the substance and process of intelligence, and the keen awareness of intelligence problems manifested by the questions and discussions in the class. For example, Mr. Colby was out of town when we had scheduled him to meet with the class on the final day. Upon his return, he sent a note through the DTR along with 10 questions that had been submitted to him by the IPC students. He wrote "good questions and sorry I had to miss this opportunity," and then provided informal replies to each question--in marginal notes. We, of course, were pleased by this direct interest in our training.

2. The evaluations expressed in the succeeding paragraphs of this memorandum focus principally on the eight Career Trainees, first as a group and then individually.

3. Overall Class Evaluation: The outstanding characteristic of these CT's as a group was their uniformly high interest during all phases of the course. There was as much enthusiasm for participation in the last week as there had been during the first week. Speakers were impressed with the frequency and incisiveness of student questions. In some instances members of the class were able to steer the focus of a given presentation into matters that the speaker later admitted were extremely vital to the total understanding of the intelligence activity being discussed. The group received a number of oral commendations for this probing and searching. One of the NIO's who spoke, several speakers from the Operations Directorate, and spokesmen from the Pentagon and Fort Meade told me they were very

impressed with the professional qualities of the CT's. Colonel Goeltz of the Defense Intelligence School said they were among the best students he had met.

The course was designed so that each of its four units (see attached syllabus) included opportunities for the CT's to observe activities in progress, to examine reports and finished intelligence products, to listen to specialists describe their activities--tasking, source constraints, and analytical strategies, reporting formats--to discuss problems with managers of activities, and to participate in a number of practical exercises and specially arranged visits and tours.

Every member of the class did well in organizing for the in-depth interviews as part of an exercise called the Intelligence Sources Survey. Each reported his findings to the group as a briefing exercise which was video-taped and played back later in an all-day session on oral communication techniques. This one-hour video tape, with five minute segments from each student, is available for review anytime in the Development and Technical Services Group of OTR. The group did very well on most aspects of oral delivery both in this exercise and in another where students were asked to report on several phases of their out-of-town visits. [REDACTED] CT's manifested well-organized thinking, exhibited reasonably good briefing presence considering their overall limited experience in this kind of oral communication, and responded positively to professional criticism by their peers and members of the faculty.

There were several opportunities for this class to participate in written exercises, some of which were integrated with assigned readings and individual investigations. These included:

1. preparation of a questionnaire and construction of a briefing outline for the Sources Survey.
2. preparation of briefing notes for oral reports on selected visits.
3. course research project--an opportunity to study in depth some aspect of the environment of current or anticipated Agency assignment. An informational outline was required of each student prior to a formal presentation.
4. Two course critiques which were designed to invite suggestions for topical emphasis.
5. Biographic intelligence exercise--a directed exercise by key CRS personnel.
6. Analytical exercise to develop basic principles of analytical

writing.

25X1A In all of these and several other informal opportunities during the course, the CT's performed effectively and in a spirit of cooperative team effort. If a member was absent--in two cases involving a serious illness and an accident, others helped them make up the lost time. At one period of two days, [REDACTED] attended class despite such leg pain that he was unable to remain seated for any period of time.

Cooperation by the students in matters of course management, particularly on tours, and their willingness to assume responsibility in managing their own course affairs, was exemplary. I was genuinely sorry to see the course end, they were such an inspiration and expressed such appreciation for all our hard work in planning on their behalf.

Dr. Proctor, in the last week of the course took special time to speak with the students. He had originally planned for about 45 minutes. The students kept him about two hours and he confided to me that he enjoyed every minute of the discussion and felt the Agency was getting another good input of young professionals.

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